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Improving the Effectiveness of Reporting through the School Accountability Report Card

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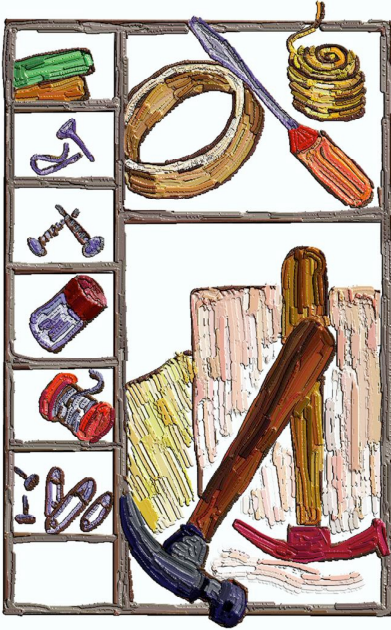
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AEA 2006

Improving the Effectiveness of Reporting through the School Accountability Report Card

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Summary

Technology has been used effectively in the San Francisco Unified School District's effort to produce a timely and accurate School Accountability Report Card (SARC) since the inception of that California state requirement in 1988. During that time advances in technology have allowed the district's thinly staffed group responsible for the effort to keep ahead of the growing burden placed on the SARC by the evolving requirements of the law.

It is time that the same technology used to produce the SARC is used to make the SARC more useable by the public who demanded its implementation in the first place. This report covers our efforts to take advantage of today's best technology - powerful computers, flexible software and a pervasive infrastructure – to deliver SARC information in a comprehensible form to the parents and community who support the schools.

Introduction

In his recent (February 7, 2006) report on the state of education in California, State Superintendent of Instruction Jack O'Connell commented about California's School Accountability Report Card (SARC), "These report cards that were intended to let parents and communities know how individual schools were doing, have become so unreadable that a UCLA study found them harder to comprehend than several IRS forms and Microsoft Windows XP Driver Installation Instructions!" (www.cde.ca.gov/eo/in/se/yr06stateofed.asp)

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In 1988, the voters of California passed an initiative (Proposition 98), known as "*The Classroom Instructional Improvement and Accountability Act*." As a result of that act, to quote from the California Department of Education's web site:

Public schools throughout California are required to provide information about themselves to the community in the form of an annual School Accountability Report Card. These report cards provide a variety of data to allow the public to evaluate and compare schools in terms of student achievement, environment, resources and demographics. (from: www.cde.ca.gov/oep/sarc/)

With the addition of the Federally mandated No Child Left Behind Accountability Report Card, school accountability report cards have become a primary vector for communicating evaluative information to the parents and community about the schools.

The importance of that vector cannot be under estimated but the ability of the SARC to deliver that information effectively or even cogently is suspect.

Over the years since the beginning of the California SARC, the San Francisco Unified School District (SFUSD) has taken advantage of progress in technology to produce an increasingly easy to maintain SARC effort. As was reported at last year's conference in Toronto, work over the past two decades has seen a growingly complex SARC produced with the same level of staffing that started the project in 1989. Today production is more easily accomplished than it was at the beginning of the effort as progress in hardware, software and infrastructure have brought the web, internet, amazingly powerful hardware and easily used software into accomplishing a task that has grown in scope and complexity some 8 fold.

However, that same development in technology has yet to be applied to the delivery side of the SARC effort.

The purpose of this project is to advance the informing goal of the SARC effort through technological improvements so that the consumers of all the careful effort in producing the SARC can be assisted in making effective use of the information in the SARC now available to every parent and community member. The same ease in data gathering that has been provided by the flexibility of the World Wide Web can be used to make delivery of that information to the community easy and effective.

Through a continuation of the work started with an advisory group of parents five years ago which produced an abbreviated version of the 30+ page document, we are evaluating technology which will deliver complex information about SFUSD Schools in an easily understood and utilized way. With this process we will begin to move the locus of evaluation of the school's efforts to the consumers of that evaluation.

Intention of Prop 98

The intention of Prop 98 (passed in 1988 with Yes: 4,689,737 (50.7%); No: 4,500,503 (49.3%)) was to provide sufficient funding to restore California's schools to an earlier glory and make them accountable to the people of the State for how the money was spent. Specifically, the initiative sought to:

SECTION 2. Purpose and Intent. The People of the State of California find and declare that:

- (a) California schools are the fastest growing in the nation. Our schools must make room for an additional 130,000 students every year.
 - (b) Classes in California's schools have become so seriously overcrowded that California now has the largest classes of any state in the nation.
 - (c) This act will enable Californians to once again have one of the best public schools systems in the nation.
 - (d) This act will not raise taxes.
 - (e) It is the intent of the People of California to ensure that our schools spend money where it is most needed. Therefore, this Act will require every local school board to prepare a School Accountability Report Card to guarantee accountability for the dollars spent.
- (see: www.cde.ca.gov/ta/ac/sa/prop98.asp)

The funding part has been a political discussion ever since but class sizes were reduced and additional funding has been made available although not as graciously the Prop 98's proponents might have wished.

On the accounting side, the School Accountability Report Card (SARC) with its initial contents well defined by Prop 98 has had some success and is now an accepted part of each school's procedures.

Making the Law Real – the Legislative History

In Appendix A is a list from the California State Department of Education of the key pieces of legislation that have governed the implementation and expansion of the SARC over its almost 20 year history. As can be seen from the summary list below, every couple of years the legislature visits the SARC mostly to expand what is reported and to refine implementation details that may have been vague in the original law.

Prop 98	Nov 1998	School Accountability
SB 1665	Jan 1995	Add instructional minutes
AB 572	Jan 1998	Added 7 numerical items
AB 568	Jan 1998	Internet availability and annual update
SB 1632	Sep 2000	Standardized template, increased data detail
[PL 107-110	Sep 2002	NCLB]
SB 550	Sep 2004	William settlement
SB 687	Jan 2006	Added details

In 2002, the No Child Left Behind federal act went into effect and cemented the “Accountability Report Card” idea into educational processes. The California SARC was adapted to this new task – a minor change – and continued in its evolution.

Actual Use

Making the law real involves implementation at the school level. In the structure of the school system in California, the County and District boards have a lot of influence and oversight but the Law wants each school to produce an Accountability Report Card. Ideally the process

starts with the SARC's invention followed by a group of educators and the constituencies who gather to develop a responsive document. That was done in San Francisco in the 1988-89 school year and a SARC was designed. It was four standard pages which could be printed on 11" by 17" paper, folded and mailed or sent to the parents of the districts students.

The evolution of the SARC developed gradually, functionally and grounded in use and feedback for each group involved. For the first ten years of its life, the SARC was refined and the handling of the information was improved. Each year 50 to 60 thousand SARCs were produced and distributed to the parents in the district.

Expansion of the SARC

Then the SARC expanded from information which could be produced on 4 pages to a document which would cover from 20 to 30 pages mostly dense with numbers. However, the system designed to produce the four pages was easily scaled to produce the larger document. Printing of tens of thousands of copies did end, however.

Used experience to design a useful form

We know how to develop these things with a usual well worn process involving the following steps:

- Focus groups
- Prototype
- Evaluation/Feedback
- Yielding a Product which then evolves

This process was followed as much as possible as the SARC expanded and as it was used to perform other functions.

Focus on the Input side

Because the immediate problem from the inception of the SARC through its first 15 years was on how to get the data and text from the school sites into integrated whole, the first phases focused on that issue. Now, however, the focus can and has shifted to the output needed to serve the groups for which the SARC was always intended – the parents and public who fund the schools. These are the groups who sought the information in the first place and to whom the SARC is to be useful.

The Williams Case Settlement and the SARC

One example of how this is supposed to work involved several students from through-out the state of California who sued the State because they were not being provided with decent schools – Appendix B is a brief note about this case from the California State Department of Education. Going back to the original intention of Prop 98, these students, it was argued, had not been served well by the State in its effort to live up to the funding and reporting mandates in that

law. Because the reporting on school conditions, qualifications of teachers and access to instructional materials was inadequate in fact, further legislation (see SB 550) was enacted to refine what was reported in the SARC

So the SARC grew in girth and complexity to incorporate these new requirements.

The UCLA Study: Grading the Report Card (posted 9/15/05)

Then a miracle happens (actually not much of a miracle but somewhat miraculous in its result) – someone cries out that the emperor has no clothes – in this case a study¹ by UCLA Law School on how well the SARC is doing its job of communication. The intention of the report card was to report to the people of the state of California. A group of UCLA Law Students looked at the law and the SARC and found that the purpose of the law was not being met in many ways for one paramount reason – it was unreadable. The quote on page 1 from the State Superintendent of Public Instruction from this report summarizes it very well. The following quote is also telling:

We conducted two focus groups with parents at UCLA to get a more nuanced view of how people understand the SARC. These parents were diverse and included professors, administrators, students, and janitors and other campus workers. Participants provided detailed assessments of the SARC. One parent of a middle school child described the experience by saying, “I can understand the words and the numbers but it’s not making any sense to me.” Another parent, who is both a law student and former teacher, said, “I taught for years and I still don’t understand this.” (from www.idea.gseis.ucla.edu/publications/sarc/index.html)

The UCLA effort did cause many to revisit their efforts. For our part, we had been working on producing something which recalled the earlier four-page effort that had really been quite successful. The state also looked at the actual use of the SARC from the field in order to find out how it was being used and what improvements might be made.

The CDE Survey (March 2006)

In March 2006, the California Department of Education (CDE) launched a Web-based survey that asked county office of education, school district, and charter school SARC coordinators to respond to questions about their experience with preparing and publishing school report cards. (see: www.cde.ca.gov/ta/ac/sa/survey2006.asp)

The results of that survey, available in detail on the CDE site, indicated the degree to which the SARC was useful and the degree to which its production was a burden to the schools. For our discussion at present, the following table of responses to the last question of the survey is informative. The purpose of the SARC is to inform the public. It has been taken as a particularly useful way to communicate about the schools to the parents. Thus the responses of those surveyed to what concerns parents have expressed to them is quite helpful.

¹ The full report and a summary is available at www.idea.gseis.ucla.edu/publications/sarc/index.html

24. What concerns about the SARC have you heard from parents? (check up to three)

Response	Number of Responses	Percent of Responses
SARC is too long and complex, unattractive to parents	335	100.0
Information is out of date by the time it appears	149	44.5
Parents do not understand how to interpret some of the information	141	42.1
Parents have alternate sources for the information, SARC is duplicative	87	26.0
SARC does not present a fair and balanced account of a school's strengths and weaknesses	44	13.1
No concerns, it is a useful tool for parents	37	11.0
Parents cannot find the information they want in the SARC	26	7.8
Other	43	12.8

One hundred percent of the respondents listed the concern that the SARC is not “user friendly.”

SFUSDs Highlight Effort

In San Francisco, we were not unaware of the potential difficulty when the SARC expanded and worked to produce an abbreviated version. This highlight version produced in two pages (one narrative and one with numerical information) was designed with the known process – focus group, prototype, etc., and has been quite successful in its way. Most actual use at school sites in San Francisco is heavily oriented toward this highlight version and not the full version.

Present Direction

Our present direction is focused on the output side of the SARC in an effort to make the system: 1. truly dynamic and interactive, 2. even easier to maintain and develop, 3. inherently responsive to the user. We are returning to the fundamental issues that brought about the SARC in the first place – reporting to the public, and devoting the same energy which made the input side so manageable and scalable.

Solutions

The solution to the problems uncovered by the UCLA study and inherent in the solution to the Williams case charges is to take better advantage of the technology to accomplish on the output side what has already been accomplished on the information collection side – a system of relative ease to use and one which is available 24/7 in every nook and cranny when computing can seep (this will reveal other problems which we will note just as we leave this discussion.

“CNET” Comparative Shopping

Electronic comparative shopping is such an easy joy these days that those who dwell on line a lot wonder how one could think of shopping in the brick-and-mortar/ by-hand world. CNET’s subsidiary mySimon, one of the early sites devoted solely to this sort of information presentation is a good, simple model for how one aspect of the system for gathering information from the SARC effort ought to work.

San Francisco Unified School District

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School Accountability Report Card

Jean Parker Elementary School

2004/2005

840 Broadway, San Francisco, CA 94133

School Description

Jean Parker Elementary School is part of the community in the North Beach/Chinatown neighborhood. We are proud to say our student body is composed of community children as well as children from the Latino community across the city. Visitors say that Jean Parker School exudes warmth and concern for children. With our multi-ethnic population, curriculum stresses academic excellence for all students in addition to a variety of programs to meet student needs.

Key Programs

- English Only and English Plus (Chinese) academic programs are offered.
- Special Education: Inclusion Program, Resource Specialist Program
- Seamless day for students by providing Extended Day Programs such as Child Development Center, Afterschool Tutorial Program, and Drop In Homework Center
- Early Literacy Program to provide extra support to young readers.
- "I'm All Ears Club" staffed by parent and business volunteers who listen to students read one on one!
- Music and art programs.
- Parent-Teacher Organization
- Counseling Program
- Scholastic Book Fair
- Schoolwide Assemblies - Guest speakers

Last Year's Best Achievements

Academic Performance Index scores - 5th straight year of improvements and successes. Last year, our base was 720 and the target goal set by the State of California was 724. However, we did 765! This is an impressive improvement. As a school with over 86% English Language Learners and a high poverty rate, we work hard and have fun together.

School Snapshot

2004/2005 Student Enrollment: 336 Grade span: K-5
03/04 Average Daily Attendance: 97.3%
Title I/State Pre-K Program: No
Children's Center/Childcare: Yes
Student Uniforms: Yes
Building (square feet): 46,000
Year of Construction: 1996

Opportunities for Parental Involvement

- School Site Council and School Advisory Committee
- Parent Teacher Organization (parent club)
- Parent Information Workshops
- Chinese and Spanish speaking Parent Liaisons: - Family and Community Outreach
- Volunteer in classrooms, office, library, computer lab, field trips
- Read Aloud Day
- Family Survey
- Wednesday Info Envelopes for Parents/Newsletter

San Francisco Unified School District

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School Accountability Report Card

Dr. Charles R. Drew College Preparatory Academy

2004/2005

50 Pomona Street, San Francisco, CA 94124

School Description

Dr.Charles Drew College Preparatory Academy offers a challenging and exciting learning environment from PreK thru 3rd grade. The academic program emphasizes the use of the Blackboard Configuration, which is a visual illustration of the teachers' commitment to instruction. The BBC allows students to know what they will learn in each class. The teaching staff collaborate on an academically challenging curriculum. The Houghton Mifflin program provides basic elements for our literacy program including a writing component. Experiments in science, math instruction, interdisciplinary projects and field trips complete the academic program. Computer instruction begins from PreK-3rd grade, which focuses and enhances computer literacy and integrates technology into the curriculum. Other special offerings include music, visual and performing arts, and

Key Programs

- Tobacco, drug, and violence prevention programs provide students with positive choices that add to a healthy self-concept.
- Staff members contribute to a plan which increases the traffic safety of the bus zone before school and at dismissal time.
- Monthly Assemblies/Programs are held to enhance and integrate Language Arts skills with music.

Last Year's Best Achievements

Last year saw an increase in API scores for African American students, improvements in writing, and an overall improvement in math testing.

School Snapshot

2004/2005 Student Enrollment: 303 Grade span: PreK
03/04 Average Daily Attendance: 90.1%
Title I/State Pre-K Program: Yes
Children's Center/Childcare: Yes
Student Uniforms: Yes
Building (square feet): 54,100
Year of Construction: 1974

Opportunities for Parental Involvement

- Weekly communication goes home through the Parent Newsletter, highlighting school activities and encouraging parent participation.
- Literacy and math workshops are presented by staff members, school-sponsored cultural events, and parent/teacher conferences.
- Opportunities are provided for decision-making involvement through participation in site councils, committees, and community meetings.

Web based Office Apps

A growing number of forms are developing fairly simple and small footprint approaches to accomplishing the task associated with Microsoft's Office applications and these can be done via the web. This is part of an emerging reorganization of web approaches that are advancing under such titles as Web 2.0¹ (a second generation approach to web applications which sees the web as an interactive platform) and AJAX which was defined in 2005 as

... a new approach to web applications that we at Adaptive Path have been calling Ajax. The name is shorthand for Asynchronous JavaScript + XML, and it represents a fundamental shift in what's possible on the Web.²

Both of these initiatives are combining to enable the development of very sophisticated and interactive applications available via the World Wide Web at just the time when such universally available tools can provide the means for achieving every level of ease in delivery of the output information from the SARC that users would require to overcome the difficulties cited above.



Many of these applications are in their early stages of development and are not yet suitable for production applications but that time will come much more rapidly that we will be able to prepare for it. By starting now with defining the needs and requirements for the presentation of information, the access to the information will be available when the applications are mature enough to support it.

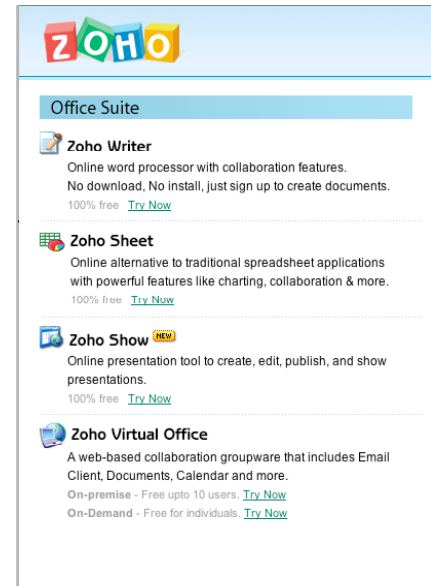
"Googling"

Finally, the capability that we wish to build into the system is to be able to search for something with the same sophistication that is growing with the Google search engine and the very term that is coming to be find something on the web – mostly through Google's search facility. That this capability can be customized to fit the needs of the using community makes the idiom and tool very attractive for an effort seeking to help users receive exactly the information they seek. Many technical sites do take advantage of this capability for it is a commitment of their culture to be a part of what ever is new, dynamic and, especially, electronic. As an example, the OpenOffice site (www.openoffice.org), a gift to the community of Sun Microsystems, has a Google powered search of its documentation as part of its site.

As a brief note to an entry point for this capability, the Google web site provides:

¹ See the discussion on the conference site at www.web2con.com/web2con/

² Garrett, Jesse James *Ajax: A New Approach to Web Applications* from www.adaptivepath.com/publications/essays/archives/000385.php



Google Search Appliance APIs

The Google Search Appliance [Search Protocol](#) is a simple HTTP-based protocol for serving search results. Search administrators have complete control over how search results are requested and presented to end users. The Google Search Appliance [Feeds Protocol](#) allows a customer or a third-party developer to write a custom connector to feed a data source into the Google Search Appliance for processing, indexing, and serving. The Google Search Appliance [Authorization Protocol](#) allows a customer's web service to authorize users to access specific documents for searching in real-time, leveraging their existing security and access control environment (from <http://code.google.com/apis.html>)

This solution will provide considerable power and flexibility but it does require a certain amount of organization of the information to be search which will be part of the next phase.

Prototype and Testing

The emphasis can shift because the major problems with gathering data are under control and methods for solving any problem that remain are well understood. The emphases has shifted because the UCLA, Williams and CDE reports emphasize that the SARC, even as these efforts smooth the edges and fill-in the gaps, is not easily used by those who do actually use it.

As the solution path we have outlined and begun above show, we have a way of proceeding though this phase.

Refining and Deploying

After the prototyping and testing is accomplished in happy consort with the evolving and emerging technology of Web 2.0, we will easily be able to deploy the system and to refine it with the same natural ease with which the input side has grown.

There is nothing about the process of getting the new forms of revealing SARC information out to the waiting public that is partially novel – not nearly as novel as the tools which will be used in the development effort. However there is a problem of access to access. The technology will make the information accessible but what will make the technology accessible.

We have some ideas on this which are moving along with the developmental effort before us – various attempts have been made to help the community most in need of the assistance to have the same sort of information technology access that their children enjoy in the schools. As we mentioned earlier – the path we take to solve our immediate problem will raise another issue (access to access) but, just as we always thought carefully about the next step in making the SARC information useful while we were struggling with making the input side easy and natural, so we will be considering how to make the access playing field as level as it will need to be.

Meanwhile we expect to be back next year with solid details and an assessed report on implementation progress and problems.

Appendix A. SARC Legislative History

SARC Legislation – School Accountability Report Card (CA Dept of Education)

10/25/2006 09:29 PM

Taken from: <http://www.cde.ca.gov/ta/ac/sa/legislation.asp>
Last modified: Thursday, May 18, 2006

SARC Legislation

Legislation and California Education Code related to the School Accountability Report Card (SARC).

Proposition 98 **Approved by California voters on November 8, 1988:**

- Declared that " . . . (i)t is the intent of the People of California to ensure that our schools spend money where it is most needed. Therefore, this Act will require every local school board to prepare a School Accountability Report Card to guarantee accountability for the dollars spent."
- Added Section 8.5(e) to Article XVI of the *California Constitution*, which requires that "(a)ny school district maintaining an elementary or secondary school shall develop and cause to be prepared an annual audit accounting for such funds and shall adopt a School Accountability Report Card for each school."
- Added Section 33126 to the *California Education Code (EC)*, which directs the State Superintendent of Public Instruction to develop and present for adoption to the State Board of Education (SBE) a model SARC containing an assessment of various school conditions.
- Added *EC* Section 35256, which mandates all elementary and secondary school districts in California annually to prepare for each school within the district a SARC that contains the items described in *EC* Section 33126, to publicize the SARCs, and to notify parents or guardians of students that a copy of the SARC will be provided on request.

Senate Bill 1665 **Effective January 1, 1995**

EC Section 33126 was amended [Chapter 824, Statutes of 1994] to add the total number of instructional minutes offered in the school year to the list of conditions to be assessed in each SARC.

Assembly Bill 572 **Effective January 1, 1998**

EC Section 33126 was amended [Chapter 912, Statutes of 1997] to add the following required items to each SARC:

- The results by grade level from the assessment tool used by the school district, and after it is developed, the statewide assessment.
- Average verbal and math Scholastic Assessment Test scores.
- The one-year dropout rate.
- The percentage of pupils in kindergarten and grades 1 to 3, inclusive, participating in the Class Size Reduction Program.
- The total number of the school's credentialed teachers.
- The annual number of school days dedicated to staff development.
- The suspension and expulsion rates for the most recent three-year period.

Assembly Bill 568 **Effective January 1, 1998**

EC Section 33126 was amended [Chapter 918, Statutes of 1997] to require each school district that is connected to the Internet to make the information contained in the SARC accessible on the Internet on or before July 1, 1998, and to update the SARC information annually.

Senate Bill 1632 Effective September 30, 2000

EC Section 33126 was amended and EC Section 33126.1 was added [Chapter 996, Statutes of 2000] to require the California Department of Education to:

- Develop and recommend to the SBE for adoption a standardized SARC template.
- Post the completed and viewable template on the Internet.
- Develop and recommend to the SBE for adoption a set of standardized definitions for the SARC's required data elements.
- Maintain links to the SARCs posted on the Internet.

These statutory changes also added additional assessments of school conditions to be included in SARCs, required districts with access to the Internet to make their SARCs available on the Internet, and required schools to ensure that all parents receive a copy of the SARC.

Public Law 107-110 Section 1111(h)(2) Effective September 1, 2002

The federal No Child Left Behind (NCLB) Act established new requirements for reporting accountability data related to schools and local educational agencies. In particular, NCLB added the following school reporting requirements:

- The status of "Adequate Yearly Progress" as defined by NCLB.
- Graduation rates according to a formula approved by the United States Department of Education.
- The status of Title I Program Improvement, if applicable.
- The extent to which highly qualified teachers are teaching classes in core content areas.

Senate Bill 550 Effective September 29, 2004

This urgency measure [Chapter 900, Statutes of 2004], which took effect immediately, implemented portions of the settlement agreement in the case of *Williams, et al. v. State of California, et al.* that impact the SARC.

With respect to the SARCs to be published in the 2004-05 school year, Senate Bill (SB) 550 added additional reporting requirements relating to (1) any needed maintenance to ensure good repair of school facilities; (2) the number of teacher misassignments, including the misassignment of teachers of English learners; (3) the number of vacant teacher positions; and (4) the availability of sufficient textbooks and other instructional materials.

Senate Bill 687 Effective January 1, 2006

EC Section 33126 was amended and EC Section 33126.15 was added [Chapter 258, Statutes of 2005] to expand the existing SARC content requirements in the areas of teacher salaries, per pupil expenditures, career technical education, and textbook sufficiency.

Questions: SARC Team | sarc@cde.ca.gov | 916-319-0875

Appendix B: Williams Case & SARC

Williams Case History - Williams Case (CA Dept of Education)

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Williams Case History

Latest information on the landmark Superior Court case to provide all students equal access to instructional materials, safe schools, and quality teachers.

The Lawsuit

The *Eliezer Williams, et al., vs. State of California, et al. (Williams)* case was filed as a class action in 2000 in San Francisco County Superior Court. The plaintiffs include nearly 100 San Francisco County students, who filed suit against the State of California and state education agencies, including the California Department of Education (CDE). The basis of the lawsuit was that the agencies failed to provide public school students with equal access to instructional materials, safe and decent school facilities, and qualified teachers.

The case was settled in 2004, resulting in the state allocating \$138 million in additional funding for standards-aligned instructional materials for schools in the first and second ranks (known as deciles) determined through the 2003 [Academic Performance Index \(API\)](#) Base. The settlement includes another \$50 million for implementation costs and other oversight-related activities for schools in deciles one through three (2003 API Base). These two amounts were included in the [state budget](#) (Outside Source) signed in July 2004 by Governor Schwarzenegger. Another \$800 million will be provided for critical repair of facilities in future years for schools in deciles one through three (2003 API Base). The settlement will be implemented through legislation adopted in August 2004: Senate Bill (SB) 6, SB 550, Assembly Bill (AB) 1550, AB 2727, AB 3001. Up to 2.3 million California public school students may benefit from funding from the Williams case settlement.

As a result of the Williams case, the CDE has proposed changes to the [School Accountability Report Card \(SARC\) template](#) that all schools must update and publish annually. The proposed changes will help all schools report the overall condition of their facilities, the number of teacher misassignments and vacant teacher positions, and the availability of textbooks or instructional materials. The proposed changes were submitted to the State Board of Education, which approved the changes at its meeting on November 9, 2004. The new Williams-related reporting elements are being amended into the 2003-04 SARC template, which is expected to be released by December 15, 2004. More information is available at the [SARC](#) Web page.

Here are the legal documents and legislation passed to fulfill the Williams requirements:

- [Memorandum to County and District Superintendents](#): Dated December 20, 2004, regarding the Notice of Settlement in Williams.
- [Notice of Proposed Settlement](#) (PDF; 3,427KB; 76pp.): Notification to the parties in Williams of a proposed resolution to the case.
- [Settlement Implementation Agreement](#) (PDF; 2,052KB; 46pp.): Outline of how Williams will be resolved.
- [SB 6, SB 550, AB 1550, AB 2727, AB 3001](#) (Outside Sources): Legislation enacted to resolve Williams.
- [Education Code Section 60119 - Curriculum Frameworks & Instructional Material](#): Text of Education Code Section 60119, as revised by Chapter 900, Statutes of 2004.

###

[Questions: Governmental Affairs](#) | [Williams Questions](#) | 916-319-0821
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Extra Text

Then another cry is heard – he emperor not only has no clothes but is hiding – in this case the Public interest law firm.

And the need – let is look at a couple of schools and their evolution from integrated to not.

The changes are so momentous and bound in he structure of the state/federal oversight and monitoring that it is difficult for LEAs to maintain a direction which diverges from the state’s model toward something that is more useful and effective at the local level.

Rather than suggest that the state monitor vis local efforts, the state must perforce mandate how the local level shapes the monitor-able effort because of the increasing constraint n the states access to resources to accomplish the legislated mandates.

Focus groups and the environment can work hand in hand to maximize unanticipated utility

Purpose is often obviated by zealous pursuit of the “kitchen sink” philosophy.